

Ronald E McNair Middle

P O Box 1209
Lake City, South Carolina 29560

Grades	6-8 Middle School	
Enrollment	464 Students	
Principal	David Scurry	843-374-8651
Superintendent	Mrs. Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	7	46

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Average	No

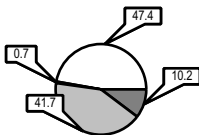
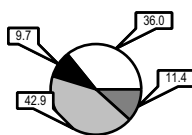
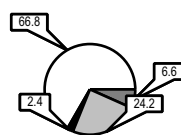
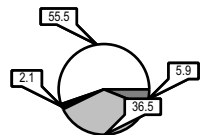
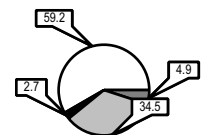
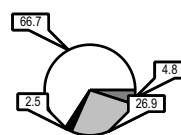
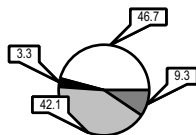
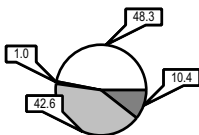
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.7	91.6
English 1	96.6	80.6
Biology 1/Applied Biology 2	N/A	44.6
Physical Science	N/A	27.3
All Subjects	96.6	83.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	445	98.9	46.2	41.7	10.2	1.9	18.0	No	Yes
Gender									
Male	223	98.2	55.0	35.5	6.6	2.8	12.3	N/A	N/A
Female	222	99.5	37.4	47.9	13.7	0.9	23.7	N/A	N/A
Racial/Ethnic Group									
White	148	98.6	30.7	43.8	23.4	2.2	32.8	Yes	Yes
African American	293	99.0	53.4	40.9	3.9	1.8	11.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	365	99.2	39.7	47.5	11.9	0.9	20.3	N/A	N/A
Disabled	80	97.5	75.3	15.6	2.6	6.5	7.8	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	444	98.9	46.1	41.8	10.2	1.9	18.1	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	98.9	46.2	41.7	10.2	1.9	18.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	393	98.7	49.5	41.7	7.0	1.9	15.1	Yes	Yes
Full-pay meals	52	100.0	22.0	42.0	34.0	2.0	40.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	445	99.3	35.1	42.7	11.3	10.8	31.8	Yes	Yes
Gender									
Male	223	99.1	36.6	46.0	8.5	8.9	24.9	N/A	N/A
Female	222	99.5	33.6	39.3	14.2	12.8	38.9	N/A	N/A
Racial/Ethnic Group									
White	148	99.3	23.2	38.4	15.9	22.5	48.6	Yes	Yes
African American	293	99.3	41.5	44.3	9.2	5.0	23.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	365	99.2	27.0	48.7	12.8	11.6	35.7	N/A	N/A
Disabled	80	100.0	70.9	16.5	5.1	7.6	15.2	Yes	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	444	99.3	35.2	42.6	11.3	10.9	31.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	99.3	35.3	42.7	11.4	10.7	31.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	393	99.2	37.2	43.3	10.7	8.8	28.9	Yes	Yes
Full-pay meals	52	100.0	20.0	38.0	16.0	26.0	54.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	445	98.7	65.6	24.2	6.6	3.6	10.2
Gender							
Male	223	98.7	67.1	23.0	4.7	5.2	9.9
Female	222	98.6	64.1	25.4	8.6	1.9	10.5
Racial/Ethnic Group							
White	148	98.0	46.7	29.2	15.3	8.8	24.1
African American	293	99.0	74.7	22.1	2.1	1.1	3.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	365	98.4	61.2	28.0	7.9	2.9	10.8
Disabled	80	100.0	84.8	7.6	1.3	6.3	7.6
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	444	98.6	65.6	24.2	6.7	3.6	10.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	98.6	65.7	24.3	6.4	3.6	10.0
Socio-Economic Status							
Subsidized meals	393	98.7	67.7	25.5	4.3	2.4	6.7
Full-pay meals	52	98.1	50.0	14.0	24.0	12.0	36.0

Social Studies							
All Students	445	98.4	54.0	36.7	6.0	3.3	9.3
Gender							
Male	223	97.8	58.1	29.0	6.7	6.2	12.9
Female	222	99.1	50.0	44.3	5.2	0.5	5.7
Racial/Ethnic Group							
White	148	98.0	35.3	47.1	11.0	6.6	17.6
African American	293	98.6	63.6	31.1	3.6	1.8	5.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	365	98.4	50.6	39.8	7.0	2.6	9.6
Disabled	80	98.8	69.2	23.1	1.3	6.4	7.7
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	444	98.4	54.2	36.5	6.0	3.3	9.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	98.4	54.3	36.4	6.0	3.3	9.3
Socio-Economic Status							
Subsidized meals	393	98.2	56.5	36.2	5.1	2.2	7.3
Full-pay meals	52	100.0	36.0	40.0	12.0	12.0	24.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	191	99.5	67.4	25.1	6.3	1.1	7.4
	7	141	99.3	40.0	46.2	12.3	1.5	13.8
	8	169	96.5	49.7	35.6	12.1	2.7	14.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	97.9	52.9	34.6	11.8	0.7	12.5
	7	179	99.4	51.2	41.2	6.5	1.2	7.6
	8	121	99.2	31.0	50.9	13.8	4.3	18.1
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	191	99.5	45.7	37.7	15.4	1.1	16.6
	7	141	99.3	31.5	45.4	16.9	6.2	23.1
	8	169	97.0	58.7	34.0	5.3	2.0	7.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	99.3	34.8	39.1	18.8	7.2	26.1
	7	179	99.4	38.2	41.2	6.5	14.1	20.6
	8	121	99.2	31.0	49.1	9.5	10.3	19.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	191	99.5	74.9	18.9	4.0	2.3	6.3
	7	141	100.0	56.5	32.8	5.3	5.3	10.7
	8	169	97.0	61.3	31.3	4.7	2.7	7.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	97.9	71.5	16.1	8.8	3.6	12.4
	7	179	99.4	70.6	21.8	5.9	1.8	7.6
	8	121	98.3	51.3	37.4	5.2	6.1	11.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	191	99.5	61.7	30.9	6.3	1.1	7.4
	7	141	99.3	58.5	32.3	6.2	3.1	9.2
	8	169	97.6	54.0	36.7	5.3	4.0	9.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	96.6	59.0	32.1	7.5	1.5	9.0
	7	179	99.4	59.4	34.1	2.9	3.5	6.5
	8	121	99.2	40.5	45.7	8.6	5.2	13.8

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 464)				
Students enrolled in high school credit courses (grades 7 & 8)	10.6%	Up from 7.9%	9.6%	16.7%
Retention rate	2.9%	Down from 5.9%	4.0%	2.5%
Attendance rate	96.3%	Up from 95.0%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.5%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.5%	1.0%
Eligible for gifted and talented	9.2%	Down from 9.6%	7.3%	15.6%
On academic plans	68.1%	N/AV	56.2%	39.9%
On academic probation	1.1%	N/AV	3.0%	0.7%
With disabilities other than speech	15.3%	Down from 18.7%	13.8%	12.4%
Older than usual for grade	6.7%	Down from 9.1%	7.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 2.8%	1.3%	0.9%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	40.7%	Up from 40.0%	53.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	15.5%	9.1%
Teachers with emergency or provisional certificates	16.7%	Down from 22.2%	13.6%	5.6%
Teachers returning from previous year	70.1%	Up from 65.8%	76.4%	84.6%
Teacher attendance rate	95.2%	Up from 94.4%	94.4%	94.8%
Average teacher salary	\$39,900	Up 4.3%	\$40,387	\$42,267
Prof. development days/teacher	8.1 days	Down from 9.6 days	11.5 days	11.9 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 20.7 to 1	19.3 to 1	21.1 to 1
Prime instructional time	90.0%	Up from 88.2%	87.4%	89.0%
Dollars spent per pupil*	\$6,511	Down 4.0%	\$7,290	\$6,243
Percent of expenditures for teacher salaries*	46.8%	Down from 48.4%	55.2%	59.8%
Percent of expenditures for instruction*	57.7%		64.0%	65.2%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	98.5%	Up from 93.5%	93.8%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ronald E. McNair Middle School offers sixth, seventh, and eighth grade students a supportive environment that promotes increased academic achievement. The 2005-2006 school year saw REMMS evolve into a middle school whose mission is to prepare all students to function successfully in society by addressing the individual needs of each student striving for academic excellence and encouraging individual responsibility.

As Ronald E. McNair Middle School continues to strive toward excellence, there are still many challenges to be faced. There is still an achievement gap between females and males, and also between African American and Caucasian students. Standardized test scores continue to expose areas of concern in ELA, mathematics, science, and social studies.

In order to face these challenges, REMMS will implement the following: the Anderson Five curriculum, TAP (Teacher Advancement Program), and research-based professional staff development. The curriculum will standardize instruction on grade level and provide opportunities for teachers to share strategies and resources. The TAP program will offer incentives based on student achievement, as well as provide teachers with academic instructional support from mentor and master teachers. Teachers will also be provided with research-based staff development opportunities in the areas of instruction to provide our students with the strategies they need in order to be successful.

Ronald E. McNair Middle School's students, parents, faculty, staff and administration are committed to making REMMS a friendly, supportive atmosphere, conducive to increasing student achievement.

Dave Scurry, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	95	52
Percent satisfied with learning environment	75.8%	47.3%	55.8%
Percent satisfied with social and physical environment	90.9%	53.9%	59.2%
Percent satisfied with school-home relations	45.5%	79.1%	57.7%

*Only students at the highest middle school grade level at this school and their parents were included.